



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Eveswell Primary School**

**Chepstow Road  
Newport  
NP19 8GX**

**Date of inspection: February 2024**

**by**

**Estyn, His Majesty's Inspectorate for Education  
and Training in Wales**

## About Eveswell Primary School

Name of provider	Eveswell Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	486
Pupils of statutory school age	354
Number in nursery classes	72
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%)	16.8%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	7.6%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	35.0%
Date of headteacher appointment	01/09/2002
Date of previous Estyn inspection (if applicable)	01/01/2014
Start date of inspection	19/02/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Eveswell Primary School is federated with nearby Somerton Primary School. They share an executive headteacher and a governing body. Both schools work together effectively to improve provision for pupils in a mutually beneficial way. For example, staff at Eveswell share their expertise in curriculum development with colleagues at Somerton and Somerton support Eveswell in developing nurture provision.

Eveswell is highly successful in developing a calm and positive environment in which its pupils flourish. Staff know their pupils very well and use this information effectively to support them with their well-being and to make robust academic progress. Pupils feel safe and happy and know who they can turn to if they need help. They enjoy their learning and are keen to improve themselves with the help they get from their teachers. Pupils have positive attitudes to learning and embrace their tasks with gusto. As a result of the thought their teachers put into making learning meaningful, pupils frequently make links between their learning and real life. Over time, pupils develop their knowledge and skills systematically and make strong progress from their starting points. However, at times, pupils lack the opportunities to regularly apply their skills in challenging contexts.

Staff at the school have developed creative and vibrant learning environments to stimulate and challenge pupils. They encourage pupils to celebrate the diversity of their community and develop an understanding of the heritage of Wales. In addition to the well-considered curriculum, pupils benefit from a wide range of extra-curricular activities that help them to develop their interests. Through the leadership opportunities they have, pupils have a voice in shaping their school during the time they are there and for the future.

Over many years, leaders have been successful in creating a school that places a firm regard on high expectations, teamworking and continual improvement. As a result of this, staff are keen to continue to develop their professional knowledge and support other schools who are keen to improve, such as through the development of the Curriculum for Wales and its work with a local university.

## Recommendations

R1 Refine teaching to ensure that pupils have enough opportunities to apply their skills more regularly in challenging contexts

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

### Learning

Most pupils begin school with skills and knowledge around that expected for their age. As they move through the school, nearly all pupils, including those with English as an additional language, make strong progress.

The youngest pupils make rapid progress in developing their communication skills from an early age. In the nursery, pupils are keen to talk about their learning with adults, and in reception they collaborate effectively with their friends when playing at making pizzas. Older pupils communicate freely and are often articulate their ideas with skill and care.

Most pupils develop as confident and enthusiastic readers who enjoy reading at home and in school, talking enthusiastically about their books and what they read. Younger pupils develop a clear understanding of letter sounds while beginning to develop a keen interest in their books. As they become more experienced readers, they blend letter sounds accurately, applying their skills to tackle unfamiliar words. By the time they reach Year 6, most pupils read longer novels fluently and expressively, talking confidently about their favourite authors.

Overall, most pupils make strong progress in their writing across the school. Younger pupils develop early mark-making skills well and begin to write their names independently. As they move through the school, most write skilfully for a range of purposes across the curriculum. While handwriting sometimes varies in quality, nearly all pupils present their work with care and pride. Pupils' spelling is appropriate for their age, with many spelling more complex words with increasing accuracy and correcting their errors carefully. The oldest pupils often write with flair and imagination using different styles and for different audiences. They express themselves with creativity and imagination, for example when describing a mythical planet.

Pupils across the school make strong progress in developing their numeracy skills and are becoming confident mathematicians. Younger pupils develop their early understanding of number well, through their play they match numbers and objects, counting confidently to 20 in both English and Welsh. By the time they reach Year 3, many pupils have a clear understanding of place value and use this to add two-digit numbers accurately using a suitable range of written methods. More able pupils have a strong recall of multiplication tables and are beginning to apply these to solve problems. Older pupils analyse data using mathematical terms such as mean, median and mode. Pupils often explain their preferred methods for calculation and explain their strategies for solving mathematical problems. Overall, when given the opportunity, pupils apply their skills well across the curriculum, for example, when calculating 'clothes miles' or collecting data in science topics. However, older pupils do not always apply their skills regularly enough to solve problems in more challenging contexts.

Most pupils are keen to develop their Welsh language skills. Younger pupils follow simple instructions given to them in Welsh and begin to ask and answer simple

questions. As they progress through the school, pupils' understanding of the Welsh language includes the use of more complex language patterns, with a majority of pupils beginning to extend their responses to questions from adults.

Overall, pupils' digital skills develop suitably across the school. Most pupils use technology enthusiastically to support their learning across the curriculum. For example, younger pupils use programmable toys to improve their understanding of movement and direction in mathematics. Older pupils use spreadsheets to present data, use formulae to make simple calculations and begin to develop their understanding of coding. However, this is at an early stage of development, and in a few instances, older pupils struggle to use more advanced features of familiar software applications.

Across the school, pupils' physical skills develop well. The youngest pupils use equipment and move confidently around the indoor and outdoor classrooms. Their co-ordination is refining as they model with clay or when using painting and drawing tools. Older pupils further develop these skills through their PE lessons, and many enthusiastically participate in a good range of after school sports clubs.

Pupils develop their thinking and problem-solving skills suitably. Younger pupils experiment with materials and work well together to solve problems, for example when working out how to free a trapped animal. Older pupils create and refine designs to solve an engineering problem when constructing bridges.

Pupils develop their creative skills well. They create good-quality artwork, taking pride and care in their drawing, painting and craft work. Younger pupils design models and create them using junk materials and skilfully manipulate clay to create homes for mythical creatures, paying careful attention to detail. Year 2 pupils create their own musical compositions, using their knowledge and experience of classical music to create reflective artwork and write and perform poems. Older pupils pick out the features of orchestral music, such as pitch and tempo. By the time they reach Year 6, pupils listen and respond to music with growing sophistication and communicate their responses by drawing and describing its texture.

### **Well-being and attitudes to learning**

Nearly all pupils enjoy school and feel safe and happy there. They value the friendships they have among their peers and treat each other with kindness and respect. Nearly all pupils are polite and courteous towards adults at the school and know they can turn to staff if they have a concern. They feel that staff know them well and listen carefully to their concerns. As a result, pupils are ready to learn, they engage well in their learning and are beginning to develop as confident individuals. The school has clear and consistent systems for promoting good behaviour and for managing incidents that do not meet the school's high expectations. In lessons, nearly all pupils behave very well and as they move around the school.

Nearly all pupils across the school show genuine interest in their learning and engage well with their tasks. They are confident when trying something new for the first time and keen to explore new ideas. For example, the youngest pupils solve problems and use large resources to create a vehicle to transport animals to a party.

Pupil's attitudes to learning Welsh are positive and they enthusiastically use the simple Welsh phrases they learn to greet visitors at the school.

Most pupils relish the opportunities they have to take on a range of leadership roles. These groups of pupils value opinions from their peers and develop realistic action plans with targets that have an impact on improving their school. For example, the Senedd group enables representatives from each of the various pupil voice groups to discuss important issues and update them on the progress they are making towards their action plans. In addition, the Your Voice team share the progress they are making with the promotion of random acts of kindness across the school.

Across the school, pupils choose to take part in a wide variety of extra-curricular activities. They understand the importance of physical activity and they value the contribution that participating in performing arts can bring to people's lives. For example, pupils benefit from learning to play a range of musical instruments and have the confidence to perform publicly with others.

Nearly all pupils understand how to keep healthy and safe. They have a strong awareness of how to stay safe online and of being a responsible digital user. They understand the importance of keeping healthy and confidently make informed choices when choosing healthy snacks during the school day.

### **Teaching and learning experiences**

Staff across the school share a vision for its curriculum and work together to ensure that this continues to evolve and to meet the needs and interests of pupils. Over time, staff have collaborated to develop a sound understanding of how pupils make progress and from this are forming a clear plan of how they will develop pupils' skills throughout their time at the school. As a result, all teachers have a clear understanding of the progress pupils are expected to make and from this ensure lessons have clear and high expectations. Across the school, teachers use a central theme to plan a range of well thought out lessons that systematically and robustly develop pupil's knowledge, skills and understanding. Teachers provide appropriate opportunities for pupils to influence what they learn. As a result, most pupils are interested in their work and engage well in their learning.

Across the classes, teachers systematically develop pupils' oracy, reading and writing skills. In addition, they provide suitable opportunities for pupils to transfer these skills across the curriculum using inspiring and authentic contexts. Similarly, in numeracy, teachers plan systematically for the development of pupils' skills through well-considered activities. However, teachers do not plan enough opportunities for pupils to consolidate their knowledge and apply them to real-life situations throughout their topic work. Most teachers plan for the development of pupils' digital skills, for instance through the use of online digital platforms. However, teachers do not ensure that pupils develop the full range of digital skills, such as when managing and presenting data across the curriculum.

Teachers plan effectively for pupils to develop their understanding of the culture and diversity of modern Welsh society. For example, they provide opportunities for pupils to learn about the work of local artists. In addition, teachers effectively support pupils

to develop their Welsh oracy skills through a series of developmental steps and engaging activities.

Teachers plan and organise a comprehensive range of visits that effectively support learning and visits from a range of outside providers that richly enhance the curriculum. For example, professional ballet dancers encourage pupils to refine the ways in which they move their bodies in time to music. Beyond the school's curriculum, staff provide a wide range of extra-curricular activities that further develop and enhance pupils' skills. For example, pupils have sound opportunities to learn the importance of keeping fit and to make healthy food choices. Staff ensure that pupils know how to keep themselves safe when working and playing online.

The positive working relationships that staff create with pupils are an outstanding feature of the school's work. They provide happy, caring and safe spaces where all pupils are comfortable seeking help with their learning and well-being. All staff have high expectations of pupils' behaviour in lessons and often reinforce the importance of positive attitudes to learning that encourage pupils to be ready to learn. Most teachers develop their indoor and outdoor spaces effectively to enhance the curriculum and create engaging learning environments. Highly skilled teaching assistants support teachers effectively and take time to get know pupils very well. These members of staff deliver worthwhile support to address individual pupils' learning needs.

In most lessons, the quality of teaching is highly effective. Here, teachers use a wide range of inspiring resources to gain pupils' interest and maintain their engagement through real-life contexts. For example, older pupils monitor the traffic around their school and the effect this has on air quality. Most teachers have high expectations of pupils and generally plan activities that meet their needs well. However, in a few lessons, staff over-direct learning and this limits the level of challenge for pupils and their opportunities to develop independence in their learning.

In many lessons, teachers use highly effective questioning to check pupils' understanding and to move learning forward. Teachers skilfully identify opportunities to support pupils who may have developed misconceptions. Verbal and written feedback is effective in helping pupils to improve their work. Where teachers ensure that pupils have time to respond to their feedback, or where they provide opportunities for pupils to self and peer assess, pupils' understanding of how to improve their work is strong. However, this is variable across the school.

The school has effective systems to track the progress of pupils. Nearly all staff collaborate well to assess pupils and use this information effectively to identify the next steps in learning. Teachers analyse this information and report this to parents suitably.

### **Care, support and guidance**

Eveswell Primary School is a highly inclusive, caring community where pupils feel valued and safe. The quality of care, support and guidance for pupils is a strength of the school. Staff know their pupils, their families and the local community very well. Overall, staff place a high priority on pupils' well-being.

A particular strength of the school is its identification and support for pupils who have responsibilities for looking after relatives at home. The school works successfully with external agencies and families to ensure these pupils have opportunities to flourish. There is effective support for pupils with English as an Additional Language (EAL) through effective school-based interventions and close working with specialist external agencies. As a result, pupils with EAL make good progress and work at appropriate levels for their age.

Staff place a strong emphasis on developing empathy through their encouragement of pupils to consider the views of others in a sensitive manner. Pupils explore diversity and learn to tolerate and respect differences among others, these are key features of the school's values in action. For example, staff use age-appropriate texts to challenge stereotypes and stimulate discussions about similarities and differences, such as when exploring the topic of Windrush.

There is a strong team approach across the school to meet the needs of pupils with additional learning needs (ALN). The Additional Learning Needs Co-ordinator (ALNCo) works effectively with teachers and support staff to ensure pupils with ALN make progress and together they encourage pupils to play a full part in school life. Highly skilled support staff carry out their roles with dedication and provide meaningful support for pupils, intervening where necessary to guide their learning. Over time, the school has developed and refined its systems to track and monitor pupils' progress. Arrangements for identifying and responding to the needs of specific pupils are rigorous and timely. Staff monitor pupil progress efficiently. As a result, staff provide effective advice, help and guidance for parents and carers to enable them to further support their children's learning at home.

Leaders and key staff work closely with a wide range of agencies to provide valuable specialist services to support pupils' emotional health and learning needs. Staff across both schools share their expertise effectively to widen teachers' skills in promoting inclusion for all pupils. The school has effective procedures for managing challenging behaviour. The readiness of staff to listen to pupils' concerns contributes significantly to promoting the positive relationships that exist between staff and pupils.

There are plenty of inviting opportunities for pupils to develop their creative and performance skills. For example, the school enables pupils to learn to play a musical instrument, such as the guitar or flute. The school promotes the development of pupils' spiritual and moral development very well. There are frequent opportunities for pupils to understand the importance of key values, such as respect, empathy and compassion and time is given for pupils to reflect on these as well as their own beliefs and values. For example, pupils consider what a good friend is. Pupils benefit from coming together as a school community through warm and thought-provoking acts of collective worship.

There is a strong emphasis on the importance of regular attendance and school support officers are highly effective in supporting families to attend school regularly and on time. Through careful monitoring with leaders, they work closely with pupils and their families to make improvements. As a result of this diligent work the school's rates of attendance are showing a continual upward trend for all pupils, particularly for those pupils eligible for free school meals.

The school's arrangements for safeguarding pupils are robust and give no cause for concern. Staff at all levels understand their roles in keeping pupils safe. The school works closely with outside agencies to respond effectively to any concerns and provides support to pupils and their families where necessary.

The school ensures that pupils are provided with worthwhile opportunities to develop confidence in becoming leaders through membership of various pupil voice committees. Staff ensure that these groups meet regularly and provide pupils with valuable opportunities to make decisions about how to improve their school. As a result, pupils feel empowered and show a strong sense of purpose and value in the actions they take to make the school a better place for all.

## **Leadership and management**

The executive headteacher of Eveswell and Somerton Primary Schools has a clear vision for the federation. She has high expectations and shares these with staff, pupils and parents at the schools. The executive headteacher is ably supported by deputy headteachers at each school, who manage their schools well on a daily basis. These leaders value the support they have from the executive headteacher and the confidence she has instilled in them to enable them to discharge their duties effectively. The executive headteacher is keen to develop the wider senior leadership team across the federation to support the progress the schools make, for example when developing the curriculum. Across the federation, all staff understand their roles and engage in professional learning to ensure that they deliver their duties effectively. They value the support they receive from the executive headteacher and senior leaders, particularly when trialling new ideas in their classrooms. Parents welcome the guidance the school provides for their children. Overall, they appreciate the timely communication from leaders and staff. They value the relationships they have with staff and appreciate how the school assists them in helping their children at home, such as through supportive workshops.

Governors understand their roles and discharge their responsibilities suitably. They ensure that they fulfil their statutory obligations, such as managing complaints and contributing to the planning and delivery of the schools' strategic direction. They take a keen interest in the progress the school is making and, through first-hand evidence, they understand its strengths and areas for development. They are keen to support leaders and offer an appropriate balance of support and challenge when holding leaders to account. They have appropriate strategies and plans in place to promote healthy eating and drinking and ensure that pupils make informed choices. Together, leaders develop a secure culture of safeguarding, based on policies and protocols that are known by all. They emphasise the importance of good attendance and ensure there are robust procedures in place to support families where attendance is a cause for concern. Leaders manage the schools' budgets well. They prioritise spending appropriately and use the pupil development grant effectively to support pupils through the deployment of additional skilled staff. Whilst the school has a large budget surplus, there are spending plans in place for capital works to maintain the school site and upgrade the learning environment, for example, through important upgrades to the building.

The school's monitoring and evaluating processes enable it to identify the areas in need of improvement. Leaders plan carefully for the development of the federation

and consider the uniqueness of both the schools, identifying appropriate improvement priorities, identifying links and where support can be provided. These are fully costed, with suitable timescales for achievement and lead personnel identified. All staff are aware of this plan and understand their roles in achieving it. Across the schools, leaders work together to gather first hand evidence of the quality of its provision and the progress pupils make. Together they analyse these and identify ways forward, such as improving the use of incidental Welsh, and this has a positive impact upon provision. Leaders keep provision and pupil outcomes under constant review and adapt processes in order to ensure that they remain effective. For example, following analysis of pupil outcomes, staff made improvements to the teaching of numerical reasoning. However, these processes do not always identify areas for improvement, such as improving opportunities for independence and challenge for all pupils. Over many years, leaders have had a strong track record in sustaining high quality provision and improvements, while contributing to local and national initiatives and sharing good practice among other schools, including with Somerton.

Leaders are keen to promote a positive culture of continuous professional learning and staff embrace these opportunities. Leaders encourage innovation among staff, who appreciate the opportunities leaders provide for them to conduct research with universities and enable them to experiment with new ideas. Eveswell School has been instrumental in working with partners across Wales in the development of Curriculum for Wales and supports schools with their work. This is evident in the purposeful and creative curriculum the two schools are developing. To further build capacity and develop teaching across the federation, teachers work together in small groups to trial new approaches to teaching and learning that benefit pupils, for example through developing assessment for learning strategies with pupils.

The school is a lead school for initial teacher education and works in partnership with the University of South Wales. As a result of this partnership working and its approaches to professional learning it makes a positive impact on the students it supports, for example through its work on developing Curriculum for Wales.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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